

A FOLLOW-UP STUDY OF THE UNDERGRADUATE TEACHER
EDUCATION PROGRAM AT DRAKE UNIVERSITY
1980-1983

A Dissertation
Presented to
The School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Marianne Vida Mickelson

September 1984

536975

A FOLLOW-UP STUDY OF THE UNDERGRADUATE TEACHER
EDUCATION PROGRAM AT DRAKE UNIVERSITY

1980-1983

Marianne Vida Mickelson

September 1984

Drake University

Advisor: Dr. Jack Jones

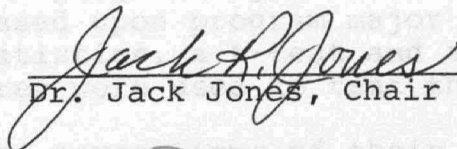
The purpose of this study was to collect and analyze data received from recent graduates of the teacher education program at Drake University and to determine their perceptions of the preparation based upon program objectives. A secondary purpose was to provide information to the College of Education at Drake University.


by

Marianne Vida Mickelson

Procedure: Surveying records were used to locate the names and addresses of the 1980 through August 1983 graduates of Drake University's Teacher Education Program. The survey was designed to obtain demographic, educational, employment, data and the perceptions of the graduates. Two mailings produced 100 percent of the surveys. The data presented the percentage of positive responses and mean values of the program objectives. The data was divided into categories based on year of graduation and grade point average. Descriptive statistics and analysis of variance procedures were used to analyze the data.

Approved by Committee:

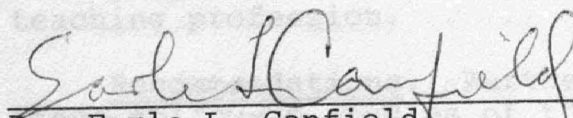

Dr. Jack Jones, Chair


Dr. Philip Levine


Dr. Alfred Schwartz

Findings: The graduates of their program objectives paralleled the findings of previous studies. Significant differences were noted between mean values by major groups and by year of graduation. The graduates indicated that they were satisfied about teaching. Graduates with one year of teaching experience indicated that they were satisfied about teaching. Graduates with two years of teaching experience indicated that they were satisfied about teaching. Graduates with three years of teaching experience indicated that they were satisfied about teaching. Graduates with four years of teaching experience indicated that they were satisfied about teaching. Graduates with five years of teaching experience indicated that they were satisfied about teaching. Graduates with six years of teaching experience indicated that they were satisfied about teaching. Graduates with seven years of teaching experience indicated that they were satisfied about teaching. Graduates with eight years of teaching experience indicated that they were satisfied about teaching. Graduates with nine years of teaching experience indicated that they were satisfied about teaching. Graduates with ten years of teaching experience indicated that they were satisfied about teaching. Graduates with eleven years of teaching experience indicated that they were satisfied about teaching. Graduates with twelve years of teaching experience indicated that they were satisfied about teaching. Graduates with thirteen years of teaching experience indicated that they were satisfied about teaching. Graduates with fourteen years of teaching experience indicated that they were satisfied about teaching. Graduates with fifteen years of teaching experience indicated that they were satisfied about teaching. Graduates with sixteen years of teaching experience indicated that they were satisfied about teaching. Graduates with seventeen years of teaching experience indicated that they were satisfied about teaching. Graduates with eighteen years of teaching experience indicated that they were satisfied about teaching. Graduates with nineteen years of teaching experience indicated that they were satisfied about teaching. Graduates with twenty years of teaching experience indicated that they were satisfied about teaching. Graduates with twenty-one years of teaching experience indicated that they were satisfied about teaching. Graduates with twenty-two years of teaching experience indicated that they were satisfied about teaching. Graduates with twenty-three years of teaching experience indicated that they were satisfied about teaching. Graduates with twenty-four years of teaching experience indicated that they were satisfied about teaching. Graduates with twenty-five years of teaching experience indicated that they were satisfied about teaching. Graduates with twenty-six years of teaching experience indicated that they were satisfied about teaching. Graduates with twenty-seven years of teaching experience indicated that they were satisfied about teaching. Graduates with twenty-eight years of teaching experience indicated that they were satisfied about teaching. Graduates with twenty-nine years of teaching experience indicated that they were satisfied about teaching. Graduates with thirty years of teaching experience indicated that they were satisfied about teaching. Graduates with thirty-one years of teaching experience indicated that they were satisfied about teaching. Graduates with thirty-two years of teaching experience indicated that they were satisfied about teaching. Graduates with thirty-three years of teaching experience indicated that they were satisfied about teaching. Graduates with thirty-four years of teaching experience indicated that they were satisfied about teaching. Graduates with thirty-five years of teaching experience indicated that they were satisfied about teaching. Graduates with thirty-six years of teaching experience indicated that they were satisfied about teaching. Graduates with thirty-seven years of teaching experience indicated that they were satisfied about teaching. Graduates with thirty-eight years of teaching experience indicated that they were satisfied about teaching. Graduates with thirty-nine years of teaching experience indicated that they were satisfied about teaching. Graduates with forty years of teaching experience indicated that they were satisfied about teaching. Graduates with forty-one years of teaching experience indicated that they were satisfied about teaching. Graduates with forty-two years of teaching experience indicated that they were satisfied about teaching. Graduates with forty-three years of teaching experience indicated that they were satisfied about teaching. Graduates with forty-four years of teaching experience indicated that they were satisfied about teaching. Graduates with forty-five years of teaching experience indicated that they were satisfied about teaching. Graduates with forty-six years of teaching experience indicated that they were satisfied about teaching. Graduates with forty-seven years of teaching experience indicated that they were satisfied about teaching. Graduates with forty-eight years of teaching experience indicated that they were satisfied about teaching. Graduates with forty-nine years of teaching experience indicated that they were satisfied about teaching. Graduates with fifty years of teaching experience indicated that they were satisfied about teaching. Graduates with fifty-one years of teaching experience indicated that they were satisfied about teaching. Graduates with fifty-two years of teaching experience indicated that they were satisfied about teaching. Graduates with fifty-three years of teaching experience indicated that they were satisfied about teaching. Graduates with fifty-four years of teaching experience indicated that they were satisfied about teaching. Graduates with fifty-five years of teaching experience indicated that they were satisfied about teaching. Graduates with fifty-six years of teaching experience indicated that they were satisfied about teaching. Graduates with fifty-seven years of teaching experience indicated that they were satisfied about teaching. Graduates with fifty-eight years of teaching experience indicated that they were satisfied about teaching. Graduates with fifty-nine years of teaching experience indicated that they were satisfied about teaching. Graduates with sixty years of teaching experience indicated that they were satisfied about teaching. Graduates with sixty-one years of teaching experience indicated that they were satisfied about teaching. Graduates with sixty-two years of teaching experience indicated that they were satisfied about teaching. Graduates with sixty-three years of teaching experience indicated that they were satisfied about teaching. Graduates with sixty-four years of teaching experience indicated that they were satisfied about teaching. Graduates with sixty-five years of teaching experience indicated that they were satisfied about teaching. Graduates with sixty-six years of teaching experience indicated that they were satisfied about teaching. Graduates with sixty-seven years of teaching experience indicated that they were satisfied about teaching. Graduates with sixty-eight years of teaching experience indicated that they were satisfied about teaching. Graduates with sixty-nine years of teaching experience indicated that they were satisfied about teaching. Graduates with seventy years of teaching experience indicated that they were satisfied about teaching. Graduates with seventy-one years of teaching experience indicated that they were satisfied about teaching. Graduates with seventy-two years of teaching experience indicated that they were satisfied about teaching. Graduates with seventy-three years of teaching experience indicated that they were satisfied about teaching. Graduates with seventy-four years of teaching experience indicated that they were satisfied about teaching. Graduates with seventy-five years of teaching experience indicated that they were satisfied about teaching. Graduates with seventy-six years of teaching experience indicated that they were satisfied about teaching. Graduates with seventy-seven years of teaching experience indicated that they were satisfied about teaching. Graduates with seventy-eight years of teaching experience indicated that they were satisfied about teaching. Graduates with seventy-nine years of teaching experience indicated that they were satisfied about teaching. Graduates with eighty years of teaching experience indicated that they were satisfied about teaching. Graduates with eighty-one years of teaching experience indicated that they were satisfied about teaching. Graduates with eighty-two years of teaching experience indicated that they were satisfied about teaching. Graduates with eighty-three years of teaching experience indicated that they were satisfied about teaching. Graduates with eighty-four years of teaching experience indicated that they were satisfied about teaching. Graduates with eighty-five years of teaching experience indicated that they were satisfied about teaching. Graduates with eighty-six years of teaching experience indicated that they were satisfied about teaching. Graduates with eighty-seven years of teaching experience indicated that they were satisfied about teaching. Graduates with eighty-eight years of teaching experience indicated that they were satisfied about teaching. Graduates with eighty-nine years of teaching experience indicated that they were satisfied about teaching. Graduates with ninety years of teaching experience indicated that they were satisfied about teaching. Graduates with ninety-one years of teaching experience indicated that they were satisfied about teaching. Graduates with ninety-two years of teaching experience indicated that they were satisfied about teaching. Graduates with ninety-three years of teaching experience indicated that they were satisfied about teaching. Graduates with ninety-four years of teaching experience indicated that they were satisfied about teaching. Graduates with ninety-five years of teaching experience indicated that they were satisfied about teaching. Graduates with ninety-six years of teaching experience indicated that they were satisfied about teaching. Graduates with ninety-seven years of teaching experience indicated that they were satisfied about teaching. Graduates with ninety-eight years of teaching experience indicated that they were satisfied about teaching. Graduates with ninety-nine years of teaching experience indicated that they were satisfied about teaching. Graduates with one hundred years of teaching experience indicated that they were satisfied about teaching.

Conclusions: Positive findings were indicated by the graduates. The lack of supervision and the lack of supervision were indicated. Overall, the graduates indicated that the teacher education program was very relevant and prepared them for the teaching profession.


Dr. Earle L. Canfield
Dean of the School of Graduate Studies

A FOLLOW-UP STUDY OF THE UNDERGRADUATE TEACHER
EDUCATION PROGRAM AT DRAKE UNIVERSITY
1980-1983

An abstract of a Dissertation by
Marianne Vida Mickelson
September 1984
Drake University
Advisor: Dr. Jack Jones

The problem. The purpose of this study was to collect and analyze data received from recent graduates of the teacher education program at Drake University and to determine their perceptions of the preparation based upon program objectives. A secondary purpose was to provide information to the College of Education at Drake University.

Procedure. University records were used to locate the names and addresses of the 1980 through August 1983 graduates of Drake University's Teacher Education Program. The survey was designed to obtain demographic, educational, employment data and the perceptions to the instructional objective statements. Two mailings produced a return of 64 percent of the surveys. The data presented the percentage of positive responses and mean values of the program objectives. The data was divided into subgroups based upon program major and graduation years. Descriptive statistics, a t-test and a oneway analysis of variance procedures were used to test the hypotheses.

Findings. The graduates' perceptions of their program objectives paralleled the findings of previous studies. Significant differences were found in four objective items between mean values by major groups and in one objective mean value for the graduation year groups. Graduates were very or somewhat satisfied about teaching. The majority of graduates were elementary majors and female with one year of teaching experience.

Conclusions. Positive feedback and program improvements were indicated by the 1983 graduation year group. The student teaching experience was a major strength to the program, while the lack of supervision and advisement needed improvement. Overall, the graduates indicated that Drake's teacher education program was very relevant and prepared them for the teaching profession.

Recommendations. Further research is recommended to continue follow-up studies of the teacher education program based upon curriculum, methods of instruction and faculty. These studies may need to examine the admission requirements for the education degree as well as the teaching profession "job market."

	iv
Chapter	Page
Summary, Conclusions, and Recommendations	52
Table of Contents	53
	Page
List of Tables	v
Chapter	
1. Introduction	1
Purpose of the Study	2
Hypotheses	3
Importance of the Study	3
Delimitation of the Study	5
Limitations of the Study	5
Definition of Terms	5
Summary	6
2. Review of Literature	7
The Studies	7
Summary	18
3. Procedures	20
Population	20
Instrument Development	21
Data Collection	22
Data Analysis	23
Summary	23
4. Presentation of the Data	24
Program Evaluation by Teaching Respondents	33

Chapter	Page
5. Summary, Conclusions and Recommendations . . .	52
Conclusions	53
Recommendations	55
Bibliography	57
Appendix	61
1A. Characteristics of the Teaching Graduates from the Teacher Education Program, Teacher Education Program Follow-Up Study, Drake University, 1980-1983	52
1B. Graduation Year Characteristics of the Teaching Graduates from the Teacher Education Program Follow-Up Study, Drake University, 1980-1983	53
1C. Sex Characteristics of the Teaching Graduates from the Teacher Education Program, Teacher Education Program Follow-Up Study, Drake University, 1980-1983	54
2. Current Descriptive Characteristics of the Respondents to the Teacher Education Program Follow-Up Study, 1980-1983	25
3. Characteristics of the Teaching Respondents to the Teacher Education Program Graduates Follow-Up Study, 1980-1983	30
4. Characteristics of Non-Teaching Respondents: A Post-Evaluation of the Teacher Education Program, Teacher Education Program Follow-Up Study, 1980-1983	32
5. Teaching Graduates Percentage of Positive Responses to Objectives by Major, Teacher Education Program Follow-Up Study, Drake University, 1980-1983	35
6. Teaching Graduates Percentage of Positive Responses to Objectives by Graduation Year, Teacher Education Program Follow-Up Study, Drake University, 1980-1983	36
7. Mean Averages of Responses to Objectives by Major, Teacher Education Program Follow-Up Study, Drake University, 1980-1983	38
8. Mean Averages of Responses to Objectives by Graduation Year, Teacher Education Program Follow-Up Study, Drake University, 1980-1983	40

Table

Page

Table 1. Mean Averages of Responses to Objectives by Major, Teacher Education Program Follow-Up Study, Drake University, 1980-1983

Table		Page
1A.	Characteristics of the Teaching Graduates from the Teacher Education Program Follow-Up Study, Drake University, 1980-1983	26
1B.	Graduation Year Characteristics of the Teaching Graduates from the Teacher Education Program Follow-Up Study, Drake University, 1980-1983	27
1C.	Sex Characteristics of the Teaching Graduates from the Teacher Education Program Follow-Up Study, Drake University, 1980-1983	27
2.	Current Employment Characteristics of the Respondents to the Teacher Education Program Follow-Up Study, 1980-1983	28
3.	Characteristics of the Teaching Respondents to the Teacher Education Program Graduates Follow-Up Study, 1980-1983	30
4.	Characteristics of Non-Teaching Respondents Since Graduation of the Teacher Education Program, Teacher Education Follow-Up Study, 1980-1983	32
5.	Teaching Graduates Percentage of Positive Responses to Objectives by Major, Teacher Education Program Follow-Up Study, Drake University, 1980-1983	35
6.	Teaching Graduates Percentage of Positive Responses to Objectives by Graduation Year, Teacher Education Program Follow-Up Study, Drake University, 1980-1983	36
7.	Mean Averages of Responses to Objectives by Major, Teacher Education Program Follow-Up Study, Drake University, 1980-1983	39
8.	Mean Averages of Responses to Objectives by Graduation Year, Teacher Education Program Follow-Up Study, Drake University, 1980-1983	40

Table	Page
9. t-Test Results Based Upon Mean Averages of Responses to Objectives by Major, Teacher Education Program Follow-Up Study, Drake University, 1980-1983	42
10. One-Way ANOVA Results of the Tukey Test on Program Objectives Based Upon Graduation Year Means, Teacher Education Program Follow-Up Study, 1980-1983	44
11. Representative Responses to the Open-Ended Question: What was the Major Strength of Your Program? Teacher Education Follow-Up Study, 1980-1983	46
12. Representative Responses to the Open-Ended Question: What were the Major Weaknesses of the Program? Teacher Education Program Follow-Up Study, 1980-1983	47
13. Representative Responses to the Open-Ended Question: How Relevant was Your Program at Drake to Your Present Teaching Position? Teacher Education Program Follow-Up Study, 1980-1983	49
14. Representative Responses to the Open-Ended Question: What Specific Needs Should be Added or Deleted? Teacher Education Program Follow-Up Study, 1980-1983	50
15. Special Education Major Graduates Positive Responses and Mean Averages to Objectives, Teacher Education Program Follow-Up Study, Drake University, 1980-1983	74
16. Health, Physical Education, Recreation and Dance Major Graduates Positive Responses and Mean Averages to Objectives, Teacher Education Program Follow-Up Study, Drake University, 1980-1983	75

Lola Smith, "An Appraisal of the Program Leading to the Doctorate Degree at Drake University Based Upon a Follow-Up Study of Its Participants," Diss. Drake Univ., May, 1980, p. 8.

CHAPTER ONE

Introduction

Critical to any teacher education program is the determination of how well the program is preparing teachers to function successfully in classrooms. A viable educational program needs a systematic, valid procedure for evaluating the product, the teacher, and the process or program.

Prudent management requires periodic examination in detail by the officials who are charged with the responsibilities for setting policy and direction of an instructional program. By examining useful information about a program through an evaluative process, the data obtained can provide information upon which administrative and program judgments can be implemented. In any educational undertaking, there arises in the minds of those responsible for programs, those teaching in the programs, and those receiving the instruction in the program, many questions. Among these are who will benefit and what are the benefits?¹ A study of student profiles and program evaluations can

¹Lois Smith, "An Appraisal of the Program Leading to the Doctorate Degree at Drake University Based Upon a Follow-up Study of its Participants," Diss. Drake Univ., May, 1980, p. 8.

provide a guide which administrators can use to help them make decisions and judgments for program improvement. Administrators who are willing to permit an evaluation of program participants are also displaying a willingness and interest in making changes based upon this information.¹

Purpose of the Study

Planning for the future of the teacher education program at Drake University has become an important concern for the University, College of Education, and the college faculty.

During 1985, Drake University's Teacher Education Program will be reviewed by the National Council on Accreditation for Teacher Education (NCATE). NCATE Standard 6 states:

Maintenance of acceptable teacher education programs demands a continuous process of evaluation of the graduates of existing programs, modification of existing programs, and long range planning. The faculty and administrators in teacher education evaluate the results of their programs, not only through the assessment of graduates, but, also by seeking reactions from persons involved with certification, employment and supervision of its graduates. The findings of such evaluations are used in program modifications.

Therefore, the purpose of this study was to evaluate the undergraduate teacher education program at Drake University based upon a survey of the perceptions of the

¹Smith, p. 8.

graduates of the Teacher Education Program from 1980 through August, 1983, as to the effectiveness and expected benefits of the program. (See program requirements, Appendix.)

Specific questions which this study addressed were:

1. What percentage of the Teacher Education graduates from Drake University have been employed in a teaching position since graduation?
2. How do the Drake University College of Education graduates perceive their ability to analyze and to plan learning situations in the classroom?
3. How do these graduates perceive their ability to manage the learning environment?
4. How do Drake graduates perceive the objectives of the teacher education program in terms of effectively preparing them to be teachers?
5. What were the strengths of the teacher education program?
6. What were the weaknesses of the teacher education program?
7. What changes in employment have occurred since graduation from the teacher education program?

Hypotheses

The following hypotheses were tested:

1. There are no differences in the program objectives perceived by the teacher education graduates from Drake University based upon elementary and secondary majors.
2. There are no differences in the responses of the teacher education program graduates based upon years of graduation, 1980-81-82-83.

Importance of the Study

Educators, administrators and coordinators working with teachers-to-be have been assuming the responsibilities for

the performance of their graduates. Teacher education programs have been faced with internal and external mandates that have been demanding these program administrators to identify the objectives and to measure the results and teaching performances of their graduates.

The trend toward accountability has provided educational planners many opportunities to define the goals and objectives of their program and to make a commitment to accomplish them. The purpose of assessing these educational outcomes was to produce information upon which long-range decisions can be implemented.

Previous program evaluations conducted by Means (1973, 1979),¹ Prine (1975)² and Smith (1980),³ recommended the need for continuing study of the objectives and accomplishments of the teacher education program at Drake University. The primary objective of this study was to solicit feedback and comments from Drake University's teaching graduates about the effectiveness of their pre-service instruction.

Another purpose of this study was to promote awareness

¹William Means, "A Follow-Up Study of Drake University, College of Education Graduates, 1965-71," Thesis, Drake Univ., 1973.

²Donald L. Prine, "A Follow-Up Study of Drake University College of Education Graduates (December 1971-August 1973)," Diss. Drake Univ., 1975.

³Smith.

among teacher education faculty, school administrators and pre- and in-service teachers of the perceived benefits of the teacher education program objectives.

Delimitation of the Study

This study was limited to an examination of those Drake University graduates certified by the Iowa Department of Public Instruction after completing the undergraduate Teacher Education Program requirements from 1980 through August, 1983.

Limitations of the Study

This research was conducted as a follow-up study. The study had a basic limitation in finding those graduates from the 1980 to August, 1983, programs. Only the surveys that were returned by the subjects with teaching experience were analyzed for statistical and non-statistical data. An accurate sample was established by the 179 respondents. There were no responses from ninety-eight mailings.

Definition of Terms

In this study, the term, PERCEPTION, refers to an awareness or an interpreted comprehension in reference to the teaching preparation experienced by those graduates examined.

The word, GRADUATES, refers to those students completing Drake University's undergraduate teacher education program requirements and who have been certified by the State of Iowa

Department of Public Instruction during the time period 1980 through August, 1983.

The term, ACCREDITATION, refers to the authorization and approval for maintaining high quality standards in the teacher education program at Drake University by the National Council on Accreditation for Teacher Education (NCATE), North Central Accreditation (NCA) and the Iowa Department of Public Instruction (DPI).

Summary

With demands put upon higher education to meet the future needs of the teacher in the teaching profession, it becomes more important than evaluation be conducted on a regular basis.

Chapter Two will provide a review of the literature pertaining to follow-up studies relating to teacher education program evaluations.

Educational researchers have long believed that teacher education had become a major concern not only for institutions of higher education, but also for a variety of other agencies and groups (e.g., state departments and certification boards). In recent years, the emphasis has been placed

¹J. T. Dillon and Stanley S. Starkman, "A Model Approach to Evaluation of Teacher Education Programs," Education, Summer 1981, p. 308.

CHAPTER TWO

Review of Literature

This chapter presents a review of related research and professional literature pertinent to the study of teacher education program evaluation. This review has been organized to emphasize the need for teacher education program evaluation and follow-up studies. Analyzing literature reviews and conclusions of recent studies in this area support this endeavor.

The Studies

Using the results of his research, J. T. Dillion concluded that program evaluation was essentially needed for two purposes: (1) to provide reliable information about the effectiveness of program efforts; and (2) to meet the standards of certifying and accrediting agencies (NCATE).¹

Educational researcher Jerry Ayers believed that teacher education had become a major concern not only for institutions of higher education, but also for a variety of other agencies and groups (e.g., state departments and certification boards). In recent years, the emphasis has been placed

¹J. T. Dillion and Stanley S. Starkman, "A Model Approach to Evaluation of Teacher Education Programs," Education, Summer 1981, p. 366.

on the importance of teacher education evaluation at institutions of higher education for purposes of program improvement.¹ From his studies, Ayers compared teacher education to industry in that it needed to evaluate the "product" (i.e., teacher education graduates) and to feed this evaluation information back into the program of preparation in order to improve the quality of the teaching profession.²

Farrar indicated that the determination of satisfactory teaching performances based on teacher preparation was dependent on the critical development of an appropriate criterion/criteria of teaching effectiveness.³

According to the Ronan report, important research done by Barr and others concluded that what was required was not criteria for determining who was an effective teacher, but the criteria for determining what was effective teaching behaviors.⁴

¹Jerry Ayers, Follow-up Studies of Tennessee Technological University: A Model for Teacher Education (ERIC ED 179 535), p. 10.

²Ibid., p. 11.

³Carroll D. Farrar, Developing and Utilizing Undergraduate Program Objectives for Developing Evaluative Instruments (ERIC ED 206 729).

⁴W. W. Ronan, Evaluating College Classroom Teaching Effectiveness (Washington, D.C.: U.S. Department of Health, Education and Welfare, 1970), p. 3.

In another study, Ronan cited Barr addressing the need for a valid means of evaluating the effectiveness/success of a teacher's behavior. He determined that teaching efficiency would be predicted and measured by the following four-way classification:

1. The teacher as a friend and counselor;
2. the teacher as a director of learning;
3. the teacher as a citizen of a school community;
and
4. the teacher as a professional worker.¹

Observing these various teacher behaviors and performances have prompted further investigation and analysis for a continual evaluation process of these changing programs.

One of the changing realities of teacher education has been the realistic need for better evaluation of programs. James Cooper and B. Dell Felder at the University of Houston pointed out that the survival of some programs may depend on how well the evaluation effort has been implemented.² They stressed the demand for a conceptual model which could serve as a framework for the evaluation of all teacher education programs and provide the basis for collaboration among institutions engaged in these efforts.³

¹Ronan, p. 3.

²James Cooper and B. Dell Felder, "Needed: Systematic Evaluation of Teacher Education Programs," Action in Teacher Education, Summer 1980, p. 17.

³Ibid.

These efforts to evaluate teacher education were often plagued by several critical problems. Referring to the research conducted by Cooper and Felder, several of these problems stemmed from the following conditions:

1. The knowledge base to support evaluation efforts is weak;
2. evaluating the effects of teacher education is costly since financial support for all teacher education is minimal with the major share being directed toward program operations; and
3. those teacher educators involved in evaluation efforts have little opportunity to share concerns on a regular basis.¹

In addition to these problems, the State legislature pressures of cutting costs, spending, and reducing personnel mandated college and university staffs to evaluate their current programs with a directive toward reducing these areas.² All too often, the results from these efforts have been the following:

1. Unsuccessful efforts were sometimes not coordinated and/or duplicated;
2. unnecessary trial and error attempts increased the costs and frustrations associated with evaluations; and
3. progress toward developing effective evaluation practices became a long, drawn-out, delaying process.³

¹Cooper and Felder, p. 21.

²Ibid., p. 22.

³Ibid.

Investigating follow-up studies has also furnished researchers of evaluation programs helpful assistance and direction. Follow-up studies of Drake University graduates conducted by Murdock, 1962; Armstrong, 1963; Baty, 1966; Means, 1973, 1979; Prine, 1975; and Smith, 1980, added particular interest to this research.

Murdock examined graduates, their current status, and their opinions concerning problems of beginning teachers and the effectiveness of their undergraduate training.¹ She concluded that:

As a group these graduates seemed to be making satisfactory progress as teachers. The response to the second questionnaire indicated that they were generally well received by administrators. The graduates themselves seemed fairly well-satisfied with their own progress.²

Armstrong reviewed the Drake University graduate training program in school administration and supervision, the opinions of these graduates regarding training, and the strengths and weaknesses of the training program.³

Armstrong's findings noted that among the areas of strength were classroom instruction, student-faculty relations,

¹Eleanor Murdock, "A Follow-up Study of the June and August 1959 and 1960 Drake University Graduates Who Hold Teaching Credentials," Thesis, Drake Univ., 1962, p. 76.

²Ibid., pp. 76-79.

³R. E. Armstrong, "An Analysis of the Graduate Training Program in School Administration and Supervision at Drake University," Thesis, Drake Univ., 1963), p. 55.

field study, research training, and specific training for administrative/supervisory skills. Some areas for more emphasis and improvement were seminar work, internship training personnel, and decision-making.¹

An evaluation done by Baty surveyed the strengths and weaknesses of the Master of Science in Education Degree programs of Drake University. Baty summarized that over half the respondents studied would have preferred additional coursework in lieu of a field report; the majority felt that the advisor-advisee ratio was too heavy; and geographic location and the availability of evening and/or Saturday classes were the main reasons for selecting Drake's graduate program.²

A study guided by Means surveyed and questioned former students who completed one or more of the College of Education programs at Drake University in an effort to discover answers to the following questions:

1. Where are these graduates now working?
2. Have they earned advanced degrees? If so, where?
3. What vertical or horizontal professional changes have they made?

¹Armstrong, p. 55.

²Thomas Baty, "The 1961-1965 Graduates of Drake University Evaluate Their Master of Science in Education Program," Thesis, Drake Univ., 1966, pp. 2, 58-59.

4. What are their evaluations of the program(s) from which they graduated?¹

Means' study provided basic data such as, almost all of those who remained in education (over 80 percent) were employed by small local school districts and less than half of these graduates reported additional graduate study since earning their last degree.²

What Means' study neglected was a thorough investigation of these graduates' evaluations and perceptions of the College of Education programs in preparation of their current performances and teaching behaviors.³

The research conducted by Donald Prine reinvestigated the work of Means. Prine also added information to the fund of knowledge about the graduates' evaluations of the College of Education programs. He noted the extent to which these graduates perceived their performances and activities necessary to effectively display mastery of the stated objectives of the particular education program from which they had received instruction.⁴

Prine presented his conclusions as follows:

¹Means, pp. 71-72.

²Ibid.

³Ibid.

⁴Prine, p. 23.

1. Drake University College of Education graduates are generally finding employment in the education profession, but not consistently in their area of specialized training.
2. Fewer than one-half of Drake's College of Education graduates earn additional graduate credit within the first two years following graduation.
3. The graduates' perceptions of the relative adequacy of various aspects of the program roughly parallel the faculty's perceptions of program emphasis.
4. Supervisors generally rate the graduates performance of the objectives of Drake's program in a more positive manner than the graduates rate the same program objectives.
5. There is a relative weakness or lack of emphasis as perceived by both faculty and graduates in the program objectives associated with community education, participation in professional groups, directing extra-curricular activities, budget preparation and office management.¹

The work of Katz, Rath, Mohanty, Kurschi and Irving critically examined the role and value of follow-up studies in conducting evaluations of teacher education programs. They pointed out that the current NCATE standards required teaching educators to conduct evaluations of their programs by the use of follow-up studies as a key component of the evaluation process.² Katz obtained a sample of program evaluation follow-up study reports from an Educational

¹Prine, pp. 160-61.

²L. Katz et al., "Follow-Up Studies Are They Worth the Trouble?" Journal of Teacher Education, 32, No. 2 (1981), 18.

Resources Information Center (ERIC) system and analyzed them to discover:

1. The extent to which the respondents were representative of the target population;
2. the nature of the recommendations given; and
3. the extent to which the follow-up study provided direction and assistance in program planning and revision.¹

His findings were:

1. The representativeness of samples used in follow-up studies produced a response bias;
2. the issue of interpreting evaluation data and making programmatic decisions based on those interpretations must be placed in a broader context of utilization of evaluation data and by defining the term "use";
3. "applicability"--a combination of the first two findings. That is, follow-up evaluation studies should be based on investigations that use appropriate samples and that result in specific recommendations.²

However, it should be noted that the applicability of any evaluation data depends on the values and perceptions of the persons who are determining what is applicable and what is not.

Katz stated several suggestions for the improvement of program evaluation follow-up studies. They were:

1. Credibility, teacher education follow-up evaluations should strive for scientific credibility;

¹Katz et al., p. 23.

¹Katz et al., pp. 22-23.

²Ibid., p. 23.

2. verisimilitude, the appearance and the persuasiveness of an evaluation report as well as the recommendations are important (put meanings into action of an evaluation);
3. specify comments, focus on recommendations and make quality suggestions; and
4. feed-forward problems (the problem of socialization in the teaching profession).¹

While Katz's findings suggested several important issues, he did not provide a totally accurate reflection of teacher education program evaluation.

By combining survey techniques, rating scales, open and closed questionnaires and personal interviews, most colleges of education had devised some means of evaluating their teacher education program. The majority of program evaluations in education were follow-up studies. Ernest Middleton and Sheila Cohen concluded in their study that the most interesting outcome of the evaluation procedure and follow-up studies was the development of new channels of communication and feedback between recent graduates and faculty.²

Most often, follow-up studies were conducted by schools, colleges, and departments of education to determine the extent to which institutional or program objectives were

¹Katz et al., p. 23.

²Ernest J. Middleton and Sheila Cohen, "Evaluating a Teacher Education Program," Journal of Teacher Education, July/August 1979, p. 44.

being attained by graduates.¹ They compared "rough and ready" estimates of the discrepancy between the levels of competency expected of and achieved by trainees.²

These similar as well as specific purposes were also examined by researchers of North Texas State University in their combined 1975 study. Using four conditions, these authors compared their findings to accomplished personal and professional activities, effectiveness of various aspects of the teacher program, determining strengths and weaknesses, and suggestions for program improvement. They derived their conclusions as follows:

1. A sound program of teacher education is needed in order to prepare teachers for schools of the future;
2. teaching skills and knowledge essential for teachers of the 1980's and 1990's must be determined;
3. desirable curriculum revisions are necessary; and
4. the need to evaluate the current programs of teacher education through follow-up studies will improve present professional education programs.³

¹Gary D. Borich, Three School Based Models for Conducting Follow-up Studies of Teacher Education and Training (ERIC ED 152 693), p. 9.

²Ibid., p. 10.

³Willis Nicklas et al., A Study of the 1975 Teacher Education Graduates of the North Texas State University (ERIC ED 180 999), p. 2.

revealed that most of the Summary was to evaluate program

While the formats of all these studies vary, most were conducted on recent graduates of a training institution who were currently employed in the teaching profession.¹ These activities usually produced an accumulation of self-report data from inservice teachers and an indication of the extent to which these teachers valued and applied the objectives of their training program with the "competencies" they were taught.²

Generally used in the formative evaluation of a training program, follow-up studies also answered the needs of many institutions, state departments of education, and national or regional accreditation agencies for summative data.³ Program or institutional accreditation often stipulated that follow-up studies be conducted, and demanded for program accountability for both parent institutions and supervising state agencies.⁴ Therefore, follow-up data has been used frequently for confirmation as well as for revision purposes of programs.

A closer examination of follow-up studies, however,

¹Borich, Three School Based Models for Conducting Follow-up Studies of Teacher Education and Training, p. 10.

²Ibid.

³Ibid., p. 15.

⁴Ibid., p. 16.

revealed that much of their intent was to evaluate program effectiveness versus the competencies commonly researched in process-product studies.¹ Often, the results of follow-up studies were substituted for those of more pristine field studies, which observed teacher behavior and measured pupil outcome, but all too often had been too impractical or too costly to be conducted by a single institution.² Henceforth, the rising popularity of follow-up studies have been linked to their categorization as a "field study," their relatively inexpensive format, and their acceptance as "hard data" by proponents of accountability.³

Uninformed that certain baseline data needed to be gathered concerning this program, its objectives, and its participants, prior studies at Drake University of comparable efforts have been examined as models. This study was similar to these efforts in surveying the graduates in the teacher education program and also different in examining their perceptions of the objectives and accomplishments of Drake's Teacher Education Program. In this respect, much of this study was original in both research and in context of the program objectives and population studied.

¹Borich, Three School Based Models for Conducting Follow-up Studies of Teacher Education and Training, p. 16.

²Ibid., p. 14.

³Ibid., p. 15.

CHAPTER THREE

Procedures

An initial discussion was held with the Dean of the College of Education and five selected faculty members to identify areas in which they felt the College of Education's Teacher Education Program (undergraduate level) could benefit from review. That discussion produced parameters for this study. It has been determined that certain baseline data needed to be gathered concerning this program, its objectives, and its participants. Prior studies at Drake University of comparable efforts have been examined as models. This study was similar to these efforts in surveying the graduates in the teacher education program and also different in examining their perceptions of the objectives and accomplishments of Drake's Teacher Education Program. In this respect, much of this study was original in both research and in context of the program objectives and population studied.

Population

The responses of 101 Drake University Teacher Education Program undergraduates from 1980 through August, 1983, were examined in this research study. Each graduate had completed

the teacher education requirements and had been certified to teach by the State of Iowa Department of Public Instruction (see Appendix).

The rationale for using this population was based upon two national surveys conducted by Adams and Craig¹ regarding the extent and nature of follow-up studies being conducted within the colleges of education. Over 50 percent of the colleges are collecting data from their graduates within the first year of graduation and approximately 26 percent are obtaining follow-up data within four years of graduation.²

Instrument Development

The survey objective items were identified in a previous evaluation conducted by Prine in 1975. Prine used the Delphi Technique to measure the goals and objectives of the teacher education program at Drake University. The survey was reviewed by the Dean of the College of Education and those faculty involved in the teacher education program at Drake University. The survey was then redesigned by the researcher and administered to a selected group of students and teachers. During this pilot test, these persons were asked to provide comments and criticisms of the survey concerning form, comprehension and content. The match of

¹Ronald D. Adams and James R. Craig, "Program Evaluation and Program Development in Teacher Education: A Response to Katz," Journal of Teacher Education, Sept.-Oct., 1981, p. 21.

²Ibid.

questions with the objectives of the program were reviewed by selected faculty of the undergraduate teacher education program, the researcher and her committee.

Data Collection

Lists of names of those students graduating from the Teacher Education Program during 1980 through August, 1983, were obtained from the registrar and the alumni office at Drake University. This produced names and addresses for 303 subjects.

The first mailing consisted of a survey instrument, a cover letter signed by the Dean of the College of Education, and a postage-paid return envelope. These were mailed to all 303 identified subjects (see Appendix). Surveys were mailed first class delivery with a request to forward to different addresses as recorded by the post office. The first mailing resulted in the return of twenty-six envelopes which the post office was unable to deliver. Thus, the total mailing population became 277.

After thirty days, a second mailing was sent to those subjects who did not return the surveys by the specified date. Each survey was coded so that follow-up mailings could be made. The coding was confidential.

The mailings resulted in a return of 179 surveys for a total survey return of 64.6 percent. Of the 179 returned surveys, 101 graduates were or had been employed in the

teaching profession since graduation from Drake's program; the remaining seventy-eight did not enter the teaching profession.

Data Analysis

Using the 179 returned surveys, a format was designed for data entry. The Statistical Package for Social Science, SPSSX, system of computer program for analysis was used to determine the data designs needed and to provide evidence in order to test the hypotheses. Statistical analysis using frequencies, means and a t-Test were applied to test Hypothesis 1. A one-way analysis of variance and the Tukey Test (comparison of mean values by standard deviation ranges) were applied to test Hypothesis 2.

The analysis and presentation of this study were:

1. To determine what effect the program objectives had in preparing its graduates in the teaching profession as perceived by the graduates of the teacher education program; and
2. To determine if any administrative and/or curriculum revisions are needed to maintain the teacher education program based upon the accomplished program objectives as perceived by the graduates.

Summary

This chapter presented a discussion of the study including: the procedures, the instrumentation, the data collection and the treatment of the data.

Chapter Four will present an analysis of the data received from the survey respondents.

CHAPTER FOUR

Presentation of the Data

The data presentation was divided into five sections. Tables 1-4 exhibit demographic, educational and employment characteristics of the teaching and non-teaching teacher education program graduates who responded to the survey. Tables 5-6 reveal the evaluation of objectives perceived by the respondents with teaching experience by a percentage of positive responses to the objectives by major concentration and by graduation year. The third section, Tables 7-8, present the evaluation of objectives perceived by the respondents with teaching experience by mean averages of responses to the objective items by major and graduation year groups. Tables 9-10 show the findings of a t-Test based upon mean values of the objective items by major study groups, and a one-way analysis of variance results of the Tukey Test on program objectives based upon graduation year means. The fifth section, Tables 11-14, record the four open-ended questions of the survey.

The following definitions clarified the interpretations of the tables and headings:

TOTAL: included only the 101 survey graduates with teaching experience.

TEACHING RESPONDENTS: included those graduates who are or have been employed in the teaching profession since graduation from the teacher education program at Drake University.

NON-TEACHING RESPONDENTS: includes those seventy-eight graduates who have not been employed in the teaching profession since graduation. Program objectives were not evaluated by this group.

ELEM: respondents who indicated completion of the teacher education program in elementary education.

SEC: those survey respondents who indicated a major study area in secondary education.

ONE-WAY: tested mean values and trends across graduation year categories. The key word "ranges" directed the computer to test all possible pairs of group means. This test included a standard analysis of variance summary indicating the significance of the obtained F ratio.

TUKEY TEST: provided an honestly significant difference at the .05 level. Tukey uses a single range value for all comparisons, regardless of how many means are used for each group. It is approximate for unequal group sizes.

t-TEST: provided the capability of computing probability levels for testing whether or not the differences between two independent sample means are significant at the .05 level.

The data in Table 1A indicates a total of 101 teaching respondents to the survey items. Three-fourths of the respondents indicated elementary education as their major and one-fourth indicated a secondary education major. Elementary and secondary major areas of this study were considered in the breakdown process for statistical review.

The data in Table 1B shows an equal representation from each of the four years in the graduation year data. The responses collected for this survey were obtained from those

graduates completing their teacher education program in 1981 through August, 1983. The 1981 and 1982 graduates each represented 26.7 percent of the survey population. As anticipated with the decline of teaching employment opportunities, the 1983 graduates only represented a 21.7 percent response rate to this study.

Table 1A

Characteristics of the Teaching Graduates from the
Teacher Education Program Follow-Up Study,
Drake University, 1980-1983

Undergraduate Major	Number	Percentage
Elementary Education	77	76.2
Secondary Education	24	23.8
Total	101	100.0

Note: Elementary education comprises special education, early childhood, and reading concentrations. Secondary education comprises English, math, physical education, health, recreation, dance, social studies, history and art concentrations.

The data in Table 1C presents the sex characteristics of the respondents. The teacher education program being predominately female (87.1 percent) would follow the pattern of employment of females in teaching professions. Only 12.8 percent of the survey respondents were male.

Table 1B

Graduation Year Characteristics of the Teaching Graduates
From the Teacher Education Program Follow-Up Study,
Drake University, 1980-1983

Year Graduated	Number	Percentage
1980	25	24.76
1981	27	26.73
1982	27	26.73
1983	22	21.78
Total	101	100.0

Table 1C

Sex Characteristics of the Teaching Graduates from the
Teacher Education Program Follow-Up Study,
Drake University, 1980-1983

Sex	Number	Percentage
Female	88	87.13
Male	13	12.87
Total	101	100.0

The data in Table 2 refers to the employment characteristics of the respondents to the survey. Twenty-four persons or 23.8 percent of the respondents are employed in the Des Moines area. The table indicates that 16.8 percent are employed elsewhere in Iowa. Almost 6 percent (5.9 percent)

Table 2

Current Employment Characteristics of the Respondents to
the Teacher Education Program Follow-Up Study, 1980-1983

	Number	Percentage
<u>Status in Teaching*</u>		
Location:		
Des Moines Area	24	23.76
In Iowa	17	16.83
Illinois/Wisconsin	6	5.94
Kansas, Nebraska, Texas/Florida	12	11.88
Other	42	41.59
Total	101	100.0
<u>Years Teaching*</u>		
1 Year	46	45.55
2 Years	20	19.80
3 Years	22	21.78
4 Years	4	3.96
Less than 1 Year	9	8.91
Total	101	100.0
<u>Attitude About Teaching</u>		
Very Satisfied	42	41.59
Somewhat Satisfied	23	22.77
Neutral	22	21.78
Somewhat Dissatisfied	6	5.94
Very Dissatisfied	0	0.0
No Response	8	7.92
Total	101	100.0

*Teaching or have taught since graduation.

were employed in Illinois and Wisconsin schools and 11.9 percent were employed in Kansas, Nebraska, Texas, and Florida. The remaining 41.6 percent indicated teaching in other states, Canada and foreign countries.

Almost half of the survey respondents had been teaching for one year. Approximately 19 percent had been teaching two years, 21.7 percent had been teaching three years, and 2.9 percent had been teaching for four years. Only 8.9 percent had taught less than one year since graduation from Drake's teacher education program.

In Table 2, most of the survey respondents indicated "very satisfied" or "somewhat satisfied" attitudes about teaching. No responses were reported as being "very dissatisfied" about teaching. Only 21.7 percent of the respondents remained "neutral" in their attitudes about teaching. Graduates referred to being "somewhat dissatisfied" about teaching represented 5.9 percent of the survey.

The data in Table 3 presents the characteristics of those respondents who were employed in the teaching profession and pursued additional education since graduation. Sixty-five persons or 64.4 percent of the respondents had not pursued any additional education. Thirteen persons or 12.9 percent had indicated returning to Drake University. Two percent of the respondents had enrolled in Iowa State University or the University of Iowa, while 20.8 percent had enrolled in other colleges and universities not located

Table 3

Characteristics of the Teaching Respondents to the
Teacher Education Program Graduates Follow-Up
Study, 1980-1983

	Number	Percentage
Additional Education		
College/University:		
Drake	13	12.9
Iowa State University/University of Iowa	2	2.0
Other	21	20.8
None	65	64.4
Total	101	100.0
Credits:		
1-6	10	9.90
7-12	7	6.93
13-24	8	7.92
25+	11	10.89
None	65	64.36
Total	101	100.0
Degrees Earned:		
Masters	17	16.83
Specialist	1	1.0
None	83	82.17
Total	101	100.0

"other" or "personal" reasons for not entering the teaching profession since graduation.

In answering the question, "do you plan to teach in the future," more than one-third (34.4 percent) indicated a "yes," while 65.5 percent responded "no."

in Iowa.

Of the credits earned by the 101 respondents since graduation from the teacher education program, 10.8 percent had completed twenty-five or more credits. Table 3 indicates that 9.9 percent had completed one to six credits, 6.9 percent of the respondents completed seven to twelve credits and 7.9 percent had completed thirteen to twenty-four credits. Seventeen of the 101 survey respondents (16.8 percent) had completed a masters or specialist degree since their graduation from Drake's program. The remaining 82.1 percent had not earned any additional credits or degrees as reported in Table 3.

Table 4 was developed only for informational purposes of the characteristics of those non-teaching graduates. Reasons for not teaching, year of graduation from the program and sex characteristics were tabulated.

In Table 4, one-half (50 percent) of those seventy-eight respondents were unable to find a teaching job since graduation. More than one-third (35.9 percent) had chosen to change careers since graduation. Nine percent had decided to continue their education and only 5 percent expressed "other" or "personal" reasons for not entering the teaching profession since graduation.

In answering the question, "do you plan to teach in the future," more than one-third (38.4 percent) indicated a "yes," while 61.5 percent responded "no."

Table 4
 Characteristics of Non-Teaching Respondents Since Graduation
 of the Teacher Education Program, Teacher Education
 Follow-Up Study, 1980-1983

	Number	Percentage
<u>Reasons for Not Teaching</u>		
Unable to find a teaching job	39	50.0
Career change	28	35.9
Continue education	7	9.0
Other	4	5.1
Total	78	100.0
<u>Do these Respondents Plan to Teach in the Future?</u>		
Yes	30	38.46
No	48	61.54
Total	78	100.0
<u>Year of Graduation</u>		
1980	28	35.90
1981	19	24.36
1982	20	25.64
1983	11	14.10
Total	78	100.0
<u>Sex</u>		
Male	2	2.6
Female	76	97.4
Total	78	100.0

Based upon graduation year, more than one-third (35.9 percent) of those seventy-eight respondents graduated in 1980. Approximately one-fourth of these non-teaching respondents graduated in 1981 (24 percent) and in 1982 (25 percent), while only 14 percent graduated in 1983.

The sex characteristics of those non-teaching graduates were predominately female. Only 2.6 percent were males while 97.4 percent were females as reported in Table 4.

Program Evaluation by Teaching Respondents

The evaluation rating items asked for those teaching graduates to assess their training by rating the identified program objectives. The survey and tables were divided into five main sections. The program evaluation objective items were also divided into five major cluster areas. These cluster areas were introduced by the phrase: "To what extent did Drake's program prepare you to":

1. Analyze and plan learning situations?
2. Guide the learner and manage the learning environment?
3. Analyze and improve your professional behavior?
4. Analyze the curriculum?
5. Function in non-institutional roles?

Within each section were identified a set of specific behavioral objectives. One of the basic assumptions from the Prine study (1975) was that the developed questionnaire objectives reflected the philosophy of the teacher education

program. This assumption must still hold true if the evaluation items were to have validity. Informal discussions held by the author with department members and the review of literature would support this assumption.

To assist the reader in understanding the evaluation rating items, twenty-four abbreviated program objective items were stated in Tables 5-10. (See Appendix for complete survey questions.) The rating of response by level of degree were valued by the following:

1. Of great benefit.
2. Of marked benefit.
3. Of little benefit.
4. Of no benefit.

For purposes of this study, positive responses were indicated by values 1 and 2. Negative responses were indicated by values 3 and 4.

The data in Tables 5 and 6 present the percentage of positive responses to the program objectives by the total population and by major study area (elementary and secondary) and by graduation year. Highly rated objectives by the total population were the following:

1. Objective item 3, "to identify learning activities" at 82.2 percent;
2. Objective item 1, "to identify learner characteristics" at 80.2 percent;
3. Objective items 2 and 11, "to identify program characteristics" and "to use resources" both at 79.2 percent.

Table 5

Teaching Graduates Percentage of Positive Responses to Objectives by
Major, Teacher Education Program Follow-Up Study, Drake University,
1980-1983

Program Objective Rating Item	Total N=101	ELEM N=77	SEC N=24
To what extent did Drake's program prepare you to:			
1. identify learner characteristics	80.2	88.3	54.1
2. identify program objectives	79.2	84.4	62.5
3. identify learning activities	82.2	85.7	70.8
4. select teaching activities	74.3	75.3	70.8
5. identify community characteristics	48.5	49.4	45.8
6. identify community objectives	45.5	48.1	37.5
7. evaluate learner accomplishments	77.3	80.5	66.6
8. develop relationship between cultural and educative process	64.4	63.7	66.6
9. open communication for teachers and learners	76.3	80.5	62.5
10. implement individual and group environments	77.2	80.6	66.7
11. use resources	79.2	85.8	58.3
12. physical and emotional behavior problems	54.4	55.9	50.0
13. racial, ethnic, socio-economic environments	65.3	67.6	58.3
14. develop philosophy of education	72.3	72.8	70.9
15. integrate teaching techniques	69.3	68.9	70.8
16. evaluate your performance	64.4	66.3	58.4
17. improve your capabilities	72.3	75.4	62.5
18. identify changes in curriculum	67.3	68.1	62.5
19. implement curriculum changes	46.5	44.2	54.2
20. relate curriculum to needs	57.4	59.8	50.0
21. realistic view of teaching	62.3	63.7	58.4
22. participate in professional groups	58.4	61.1	50.0
23. participate in extra-curricular activities	39.6	42.9	29.2
24. participate in social life of faculty community	47.5	52.0	33.3

Table 6

Teaching Graduates Percentage of Positive Responses to Objectives by
Graduation Year, Teacher Education Program Follow-Up Study,
Drake University, 1980-1983

Program Objective Rating Item	1980 N=25	1981 N=27	1982 N=27	1983 N=22
To what extent did Drake's program prepare you to:				
1. identify learner characteristics	76.0	81.5	74.1	90.9
2. identify program objectives	72.0	85.2	74.0	86.4
3. identify learning activities	76.0	88.9	81.5	81.8
4. select teaching activities	72.0	77.8	74.0	72.8
5. identify community characteristics	44.0	55.5	44.4	50.0
6. identify community objectives	36.0	44.4	44.4	59.1
7. evaluate learner accomplishments	72.0	81.5	74.1	81.8
8. develop relationship between cultural and educative process	60.0	59.2	70.3	68.2
9. open communication for teachers and learners	64.0	81.5	75.1	86.3
10. implement individual and group environments	68.0	70.3	88.9	81.9
11. use resources	76.0	81.5	77.7	81.8
12. physical and emotional behavior problems	52.0	48.1	51.8	68.2
13. racial, ethnic, socio-economic environments	52.0	70.3	59.2	81.9
14. develop philosophy of education	64.0	81.5	62.9	81.8
15. integrate teaching techniques	68.0	74.1	62.9	72.8
16. evaluate your performance	56.0	66.6	70.3	63.7
17. improve your capabilities	68.0	74.1	70.3	77.3
18. identify changes in curriculum	56.0	77.8	62.9	72.7
19. implement curriculum changes	40.0	33.3	55.5	59.1
20. relate curriculum to needs	44.0	63.0	62.9	59.1
21. realistic view of teaching	52.0	59.2	66.6	72.7
22. participate in professional groups	56.0	51.8	70.3	54.5
23. participate in extra-curricular activities	36.0	33.3	51.8	36.3
24. participate in social life of faculty community	48.0	44.4	51.8	45.5

The least positive rated objective item by the total population was item 23, "to participate in extra-curricular activities" at 39.6 percent. The objective items 1, 2, 3, 7, 9, 10, and 11 were highly rated by the Elem Major group (80 to 88 percent). Objective item 1 reported an 88.3 percent positive response. Least positive objective item 23 reported by the Elem group was 42.9 percent in Table 5.

The Sec group highly rated objective items 3, 4, 14, and 15 between 70 and 71 percent as reported in Table 5. Least positive rated objective item 23 reported 29.2 percent by the Sec group.

As shown in Table 6, the teaching respondents based upon graduation year groups highly rated the following objectives:

1980: Objective items 1, 3, and 11 at 76 percent;

1981: Objective item 3 at 88.9 percent and objective items 1, 2, 6, 9, 11, and 14 from 81 to 85 percent;

1982: Objective item 10 at 88.9 percent and objective item 3 at 81.5 percent;

1983: Objective item 1 at 90.0 percent and objective items 2, 3, 7, 9, 10, 11, 13, and 14 from 81 to 86 percent.

As indicated in Table 6, nine of the twenty-four objective items (37.5 percent) were highly rated by the 1983 graduation group.

Least positive objective items rated by the graduation year groups were as follows:

- 1980: Objective items 6 and 23 at 36 percent;
 1981: Objective items 19 and 23 at 33.3 percent;
 1982: Objective items 5 and 6 at 44.4 percent;
 1983: Objective item 23 at 36.3 percent.

The data in Table 7 presents the mean averages of responses to the program objectives by Major. From Table 7 the most positive mean values were:

Total: Objective item 11 "to effectively use resources" at 1.89, objective item 2 "to identify program objectives" at 1.95, and objective items 3 and 10 "to identify learning activities and to implement individual and group environments" at 1.96;

Elem: Objective item 11 at 1.78, objective item 10 at 1.86, objective item 2 at 1.88, and objective items 1 and 3 at 1.90;

Sec: Objective items 3, 4 and 14 at 2.13.

Eight of the twenty-four program objective mean values reported by the Elem group were positively rated between 1.78 and 1.96 (33.3 percent). Least positive mean values, as exhibited in Table 7, were 2.63 percent from the Total population, 2.56 percent from the Elem group, and 2.88 percent from the Sec group for objective item 23, "to participate in extra-curricular activities."

The data in Table 8 represents the mean averages of responses to objectives by graduation year groups. The most positive mean values reported were:

- 1980: Objective items 3 and 11 at 2.00;
 1981: Objective items 2, 3, and 9 at 1.89;

Table 7

Mean Averages of Responses to Objectives by Major, Teacher Education
Program Follow-Up Study, Drake University, 1980-1983

Program Objective Rating Item	Total N=101	ELEM N=77	SEC N=24
To what extent did Drake's program prepare you to:			
1. identify learner characteristics	2.00	1.90	2.29
2. identify program objectives	1.95	1.88	2.17
3. identify learning activities	1.96	1.90	2.13
4. select teaching activities	2.05	2.02	2.13
5. identify community characteristics	2.49	2.48	2.50
6. identify community objectives	2.53	2.52	2.54
7. evaluate learner accomplishments	2.02	1.96	2.21
8. develop relationship between cultural and educative process	2.20	2.20	2.21
9. open communication for teachers and learners	2.01	1.95	2.21
10. implement individual and group environments	1.96	1.86	2.29
11. use resources	1.89	1.78	2.25
12. physical and emotional behavior problems	2.39	2.35	2.50
13. racial, ethnic, socio-economic environments	2.17	2.14	2.25
14. develop philosophy of education	1.99	1.95	2.13
15. integrate teaching techniques	2.16	2.13	2.25
16. evaluate your performance	2.17	2.10	2.38
17. improve your capabilities	2.06	2.00	2.25
18. identify changes in curriculum	2.17	2.13	2.33
19. implement curriculum changes	2.46	2.46	2.46
20. relate curriculum to needs	2.37	2.29	2.63
21. realistic view of teaching	2.27	2.21	2.46
22. participate in professional groups	2.31	2.23	2.54
23. participate in extra-curricular activities	2.63	2.56	2.88
24. participate in social life of faculty community	2.56	2.28	2.83

Table 8

Mean Averages of Responses to Objectives by Graduation Year,
Teacher Education Program Follow-Up Study,
Drake University, 1980-1983

Program Objective Rating Item	1980 N=25	1981 N=27	1982 N=27	1983 N=22
To what extent did Drake's program prepare you to:				
1. identify learner characteristics	2.12	1.93	2.07	1.86
2. identify program objectives	2.12	1.89	1.93	1.86
3. identify learning activities	2.00	1.89	2.00	1.96
4. select teaching activities	2.08	2.07	2.04	2.00
5. identify community characteristics	2.60	2.44	2.52	2.36
6. identify community objectives	2.60	2.52	2.59	2.36
7. evaluate learner accomplishments	2.08	1.93	2.11	1.96
8. develop relationship between cultural and educative process	2.28	1.89	2.15	1.81
9. open communication for teachers and learners	2.16	1.89	2.15	1.81
10. implement individual and group environments	2.16	2.04	1.89	1.73
11. use resources	2.00	1.93	1.93	1.68
12. physical and emotional behavior problems	2.52	2.44	2.44	2.09
13. racial, ethnic, socio-economic environments	2.64	2.11	2.07	1.82
14. develop philosophy of education	2.16	1.96	2.04	1.77
15. integrate teaching techniques	2.32	2.11	2.19	2.00
16. evaluate your performance	2.28	2.07	2.11	2.23
17. improve your capabilities	2.24	2.04	2.07	1.86
18. identify changes in curriculum	2.36	2.07	2.15	2.14
19. implement curriculum changes	2.60	2.56	2.41	2.23
20. relate curriculum to needs	2.56	2.30	2.30	2.32
21. realistic view of teaching	2.44	2.33	2.15	2.14
22. participate in professional groups	2.36	2.37	2.07	2.46
23. participate in extra-curricular activities	2.60	2.59	2.56	2.82
24. participate in social life of faculty community	2.64	2.59	2.52	2.50

1982: Objective item 10 at 1.89 and objective item 2 and 11 at 1.93;

1983: Objective item 11 at 1.68, objective item 10 at 1.73, objective item 14 at 1.77, objective item 9 at 1.81, objective item 13 at 1.82 and objective items 1, 2, and 16 at 1.86.

The most positive and highly rated mean values were indicated by the 1983 graduation year group. Nine of the twenty-four program objectives (41.6 percent) reported high mean values between 1.68 and 1.96 for the 1983 graduation year group. Overall, the program objective items which indicated the most positive improvement based upon graduation year groups 1980 to 1983 were items 4, 10, 11, 12, 13, 19, 21, and 24. Based upon mean values as reported in Table 8, moderate improvements were indicated by objective items 1, 2, 5, 6, 9, 14, 15, and 17. Mean values reported for objective items 22 and 23 represented no improvement from the 1980 through 1983 graduation year groups.

The t-Test results reported in Table 9 compared the program objective items mean values by Major (Elem and Sec) in order to test Hypothesis 1. The t-Test results based upon mean averages of responses to the program objectives by Major, indicated a significant difference at the .05 level for four program objective items. Program objective rating items 1, 10, 11 and 24 were significantly different at the .05 level as reported in Table 8. Thus, Hypothesis 1 would be rejected when applied to the differences among the mean values based upon Major (Elem and Sec) groups.

Table 9

t-Test Results Based Upon Mean Averages of Responses to Objectives
by Major, Teacher Education Program Follow-Up Study,
Drake University, 1980-1983

Program Objective Rating Item (N=77, 24)	Separate Variance Estimate		
	F Value	T Value	2-Tail Prob.
To what extent did Drake's program prepare you to:			
1. identify learner characteristics	2.30	-2.05	.050**
2. identify program objectives	2.21	-1.35	.187*
3. identify learning activities	1.70	-1.22	.232*
4. select teaching activities	1.21	-0.54	.591*
5. identify community characteristics	1.34	-0.08	.933*
6. identify community objectives	1.45	-0.09	.927*
7. evaluate learner accomplishments	1.61	-1.25	.219*
8. develop relationship between cultural and educative process	1.10	-0.07	.948*
9. open communication for teachers and learners	1.56	-1.40	.172*
10. implement individual and group environments	1.25	-2.36	.024**
11. use resources	1.39	-2.46	.019**
12. physical and emotional behavior problems	1.31	-0.67	.506*
13. racial, ethnic, socio-economic environments	1.10	-0.49	.626*
14. develop philosophy of education	1.50	-0.80	.432*
15. integrate teaching techniques	1.18	-0.66	.514*
16. evaluate your performance	1.27	-1.29	.206*
17. improve your capabilities	1.46	-1.24	.224*
18. identify changes in curriculum	1.43	-0.99	.332*
19. implement curriculum changes	1.00	-0.02	.985*
20. relate curriculum to needs	1.19	-2.00	.052*
21. realistic view of teaching	1.23	-1.45	.155*
22. participate in professional groups	1.05	-1.84	.074*
23. participate in extra-curricular activities	1.26	-1.65	.107*
24. participate in social life of faculty community	1.47	-2.04	.047**

*denotes no significant difference at the .05 level.

**denotes a significant difference at the .05 level.

The data in Table 10 presents the results of a One-way analysis of variance (ANOVA) and a Tukey Test of the program objectives based upon graduation year group means. Hypothesis 2 was tested by the One-way ANOVA and Tukey Test at the .05 level of significance. The results produced only one program objective to be significantly different at the .05 level. A difference in degree of mean averages among the teaching graduates based upon graduation year was reported for objective item 13 "to guide the learner and to manage the learning environment by being able to effectively work with students from a variety of racial, ethnic and socio-economic backgrounds." Mean averages for the 1980 to 1983 groups were 2.64, 2.11, 2.07, and 1.82. The standard multiple range of 3.70 tested the mean values and reported an honestly significant difference at the .05 level of objective item 13. Thus, Hypothesis 2 would be rejected when applied to the differences among those teaching respondents by year of graduation 1980, 1981, 1982, 1983, even though the other twenty-three objective mean values indicated no significant differences among the graduation year groups.

Hypothesis 1: There are no differences in the program objectives perceived by the teacher education graduates from Drake University based upon elementary and secondary majors.

Hypothesis 2: There are no differences in the responses of the graduates of Drake University's teacher education program based upon years of graduation, 1980-81-82-83.

Table 10

One-Way ANOVA Results of the Tukey Test on Program Objectives Based
Upon Graduation Year Means, Teacher Education Program Follow-Up
Study, 1980-1983

Program Objective Rating Item	F Ratio	F Probability
To what extent did Drake's program prepare you to:		
1. identify learner characteristics	.8023	.4955*
2. identify program objectives	.6034	.6144*
3. identify learning activities	.1633	.9208*
4. select teaching activities	.0578	.9817*
5. identify community characteristics	.2859	.8355*
6. identify community objectives	.3213	.8100*
7. evaluate learner accomplishments	.3784	.7688*
8. develop relationship between cultural and educative process	.4216	.7379*
9. open communication for teachers and learners	1.5157	.2153*
10. implement individual and group environments	1.4535	.2321*
11. use resources	.7329	.5348*
12. physical and emotional behavior problems	1.0932	.3558*
13. racial, ethnic, socio-economic environments	3.7750	.0131**
14. develop philosophy of education	.8363	.4771*
15. integrate teaching techniques	.7666	.5155*
16. evaluate your performance	.3243	.8077*
17. improve your capabilities	.9047	.4418*
18. identify changes in curriculum	.6008	.6160*
19. implement curriculum changes	.8620	.4636*
20. relate curriculum to needs	.6965	.5564*
21. realistic view of teaching	.8728	.4580*
22. participate in professional groups	1.3902	.2504*
23. participate in extra-curricular activities	.4177	.7407*
24. participate in social life of faculty community	.1474	.9311*

*denotes no significant difference at the .05 level.

**denotes a significant difference at the .05 level.

Representative responses to the four open-ended questions were listed in Tables 11 through 14. The data in Table 11 presents what the respondents believed were the major strengths of their teacher education program at Drake University. Student teaching and the personalities of the faculty appeared to be the main strengths of the undergraduate program.

The weaknesses were reported in Table 12 and seemed to be a lack of supervision during student teaching and field experiences, and in advisement of courses and program completion.

The data in Table 13 represents responses to the question "how relevant was your program at Drake to your present teaching position?" The majority of the responses state the program was very relevant and prepared them for the teaching profession.

The fourth open-ended question was the last item on the survey. This question provided an opportunity for graduates from the teacher education program employed in the teaching profession to specify any needs that should be deleted or added to the present program. The data in Table 14 displays representative responses to this question. Comments included more time for student teaching, update of curriculum by content and faculty, change program requirements and develop courses dealing with parents, principals, student motivation and effective substituting. The respondents' comments tended

Table 11

Representative Responses to the Open-Ended Question:
 What was the Major Strength of Your Program?
 Teacher Education Follow-Up Study, 1980-1983

Response	Number Responding
...I feel the major strength of the program was student teaching.	21
...Excellent instructors for A-V classes.	4
...Size of the classes were small...a good teacher/student ratio.	10
...The reading professors were great and always available for students.	8
...The program offered a creative positive learning experience.	5
...The field experiences and the 15 hour block were the best.	5
...Physical education classes were the most organized.	4
...I enjoyed the entire program and found that all my classes were good.	2
...Encouraged active involvement in the community.	2
...Special education classes were the most beneficial.	8
...Education professors were enthusiastic and showed concern for students.	4
...Individual attention available for each student by professors.	4
...None - no response.	9
...The attitude, ability and the expertise of the educational staff.	2
...Program flexibility.	5
...How to use resource people and materials.	2
...My classmates.	2
...The degree.	2
...I received an excellent education from Drake.	2

Table 12 (cont.)

Representative Responses to the Open-Ended Question:
What were the Major Weaknesses of the Program?

Teacher Education Program Follow-Up Study,
1980-1983

Response	Number Responding
...The program needs more supervision from the professors during student teaching and other field experiences.	12
...The professors need to be better advisors about the program and courses to be completed before graduating and for certification.	8
...Poor advisement practices.	7
...Professors were never available for students when students can be available.	4
...More variety of education professors and instructors.	7
...Need young instructors with new ideas and methods for teaching.	4
...Update some professors on what is really happening in the classroom.	9
...Too much theory being taught in the program...need more exciting curriculums.	8
...None.	2
...Curriculum needs to be updated.	4
...Need stronger community relations.	3
...More exposure to testing and how to develop a grading system that works.	4
...Needed a class on how to deal with problem students... discipline.	5
...Too much grouping in classes. More lectures needed to be prepared by the professors.	7
...Lack of communication between departments and professors and programs.	3
...The grading system by some professors is not clear and unfair.	6

Table 12 (continued)

Response	Number Responding
...Not enough feedback from the professors to the students on assignments.	5
...Need to review the course content for the teacher education program...what is being taught and what should be taught for the 1990's students.	3
...Prepared me very well for my teaching position. I am pleased to be a teacher.	11
...Not very relevant.	3
...Student teaching prepared me the most for my job.	11
...That is a good question that I cannot honestly answer.	1
...The education classes gave me a good preparation for teaching.	9
...Changed careers...no longer teaching.	1
...None - no response.	30

Table 13

Representative Responses to the Open-Ended Question:
 How Relevant was Your Program at Drake to Your
 Present Teaching Position?
 Teacher Education Program Follow-Up Study,
 1980-1983

Response	Number Responding
...I'd like fewer courses in education be required. This would provide a greater opportunity to take other courses for non-teaching purposes...in case, one does not find a teaching job.	5
...Very relevant	21
...Prepared me very well for my teaching position. I am pleased to be a teacher.	11
...Not very relevant.	3
...Student teaching prepared me the most for my job.	11
...That is a good question that I cannot honestly answer.	1
...The education classes gave me a good preparation for teaching.	9
...Changed careers...no longer teaching.	1
...None - no response.	39

Table 14

Representative Responses to the Open-Ended Question:

What Specific Needs Should be Added or Deleted?

Teacher Education Program Follow-Up Study,

1980-1983

Response	Number Responding
...More reading classes need to be added to the program.	5
...Need to develop a course on "how to deal with your principal" and "how to deal with the parents."	4
...Need to develop another course for motivating your students.	3
...Update curriculum on lesson plans and better ideas for teaching methods.	8
...Emphasize continuing education once in the teaching field.	5
...Longer time for student teaching needed. Also, it should be everyday.	11
...More courses in reading and math are needed for the core program.	7
...Start student teaching exposure in freshman and sophomore years.	10
...Teachers need computer classes and how to teach computer uses to your students.	3
...More supervision and direction from student teaching advisors.	11
...Need more special education courses. All elementary teachers should be required to take six hours of special education classes.	6
...Encourage students to be certified in double majors.	5
...Offer a basic "survival" course on effective substituting.	3
...Raise your requirements for the teacher education program. Interview candidates before they get into the program. We need more <u>good</u> teachers.	2
...Overhaul the program including the staff.	4
...None - no response.	14

to reflect the need for some program improvement and course development.

Chapter Four presented the data analyzed for this study. The summary, conclusions, and recommendations of this study are reported in the following chapter.

CHAPTER FIVE

Summary, Conclusions and Recommendations

This study was designed to obtain information from the 1980 through August, 1983, graduates of the Teacher Education Program at Drake University. Surveys were mailed to 277 graduates of the undergraduate education program. Returned surveys of 179, 64.4 percent, were tabulated of which 101 surveys were used to evaluate the program objectives based upon teaching experience for this study.

The survey similar to the ones used by Means in 1973 and 1979, subsequently, by Prine in 1975, and Smith in 1980, was structured to obtain data to answer the following questions:

1. What percentage of the education graduates have been employed in a teaching position since graduation from the Teacher Education Program at Drake University?
2. How do the Drake University College of Education graduates perceive their ability to analyze and to plan learning situations in the classrooms?
3. How do these graduates perceive their ability to manage the learning environment?
4. How do Drake graduates perceive the objectives of the teacher education program in terms of effectively preparing them to be teachers?
5. What were the strengths of the teacher education program?
6. What were the weaknesses?

7. What changes in employment and education have occurred since graduation from the program?

Descriptive statistics (frequencies and means) were used for data analysis. The t-Test procedure was utilized to test Hypothesis 1 for differences among the Major mean values at the .05 level of significance. A one-way analysis of variance was used to test the data for hypothesis 2 for differences at the .05 level. When a significant difference occurred in the means, the Tukey Test was employed to determine exactly where the differences existed.

Conclusions

In order to answer the question of importance of this study, two hypotheses were tested. The hypotheses and the conclusions based upon the analysis of the data were:

Hypothesis 1: There are no differences in the program objectives perceived by the teacher education graduates from Drake University based upon elementary and secondary majors.

The presence of a significant difference in mean values from the t-Test procedure, as reported in Table 9, objective items 1, 10, 11 and 24, provided adequate evidence that four differences existed among the perceptions of the teaching graduates by Major (Elem, Sec) to reject Hypothesis 1. The results of the t-Test procedure reported in Table 9, indicated that the responses of the Elem and Sec groups were significantly different at the .05 level when mean values were tested for each program objective item. No significant differences were found in the other nineteen

objective items.

Hypothesis 2: There are no differences in the responses of the graduates of Drake University's teacher education program based upon years of graduation, 1980-81-82-83.

The presence of a significant difference in mean values from the one-way ANOVA procedure reported in Table 10, objective 13, provided adequate evidence indicating that only one difference existed among the responses of the teaching representatives based upon year of graduation, to reject Hypothesis 2. The results of the Tukey procedure reported in Table 10, indicated that the responses of the 1980 subgroup were significantly different at the .05 level from the other subgroups of graduation years. No other differences were found.

Other findings included:

1. Graduates of the program during 1980-83 were predominately elementary education majors and female.
2. Of those teaching respondents, 23.7 percent remained in the Des Moines area.
3. Almost half of the respondents, 45.5 percent, completed one year of teaching since graduation.
4. Approximately 64.3 percent of the respondents had very and somewhat satisfied attitudes about teaching.
5. Approximately 17.8 percent of the respondents have earned a masters or specialist degree since graduation.
6. Approximately 13 percent of the teaching graduates have earned additional credits at Drake University since graduating from the teacher education program.

7. Mean values of 1.00 to 2.00 were considered to be positive and mean values of 3.00 to 4.00 were considered to be negative as reported in Tables 7 and 8. No objective mean values were reported at the 3.00 to 4.00 level.
8. Teacher education program objectives based upon graduation year groups indicated very positive program improvements in 41.6 percent of the objective items from 1980 through 1983.
9. The 1983 graduation year group indicated the highest mean values based upon program objectives. This indicated that some program improvements were accomplished during the four years of graduation groups, from 1980 to 1983.
10. Most Drake graduates believed that the teacher education program was very relevant and prepared them for the teaching profession.
11. The major strength of the teacher education program was the student teaching experience while the lack of supervision during student teaching and advisement needed improvement.
12. Overall, the teaching graduates of Drake's teacher education program indicated positive feedback about the program, and a need for additional course development.

Recommendations

The findings and conclusions of this study led to the following recommendations:

1. To encourage other researchers to obtain continuous feedback based upon course evaluations, course content, standardized examinations, and program requirements.
2. The officials at Drake University, College of Education, who are responsible for the undergraduate teacher education program, should review the findings of this study to examine which objectives of the program were accomplished

and which objectives were in need of modification.

3. This researcher recommends that follow-up studies of the teacher education program should be conducted on a regular basis every two to five years to identify trends and to strengthen, where appropriate, the program requirements, course content, and the state requirements for certification.

4. Future studies should examine the curriculum, faculty, methods of instruction, first year teachers, and respective supervisors. These studies may need to review the content of courses required for the education degree and the teaching profession "job market," in hopes of preparing today's best teachers for tomorrow's leaders.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

- Corbin, Gary D. Evaluating Educational Programs and Products. New Jersey: Educational Technology Publications, 1972.
- Bankerhoff, Robert O., and Dale M. Brattoner. Program Evaluation. Boston: Kluwer-Nijhoff Publishing, 1983.
- De Roche, Edward P. An Administrator's Guide for Evaluating Programs and Personnel. Boston: Allyn and Bacon, Inc., 1981.
- Ward, Shirley M., and Ronald D. Adams, eds. Teacher Education Program Evaluation, 1981: Theory and Practice. Austin: Univ. of Texas, Research and Development Center for Education, 1981.

BIBLIOGRAPHY

Periodicals

- Adams, Ronald D., and James A. Craig. "Program Evaluation and Program Development in Teacher Education: A Response to Katz." Journal of Teacher Education, Sept.-Oct. 1981, pp. 21-24.
- Cooper, James, and E. Neil Felder. "Revised: Systematic Evaluation of Teacher Education Programs." Article in Teacher Education, Summer 1983, pp. 17-21.
- Gillion, J. T., and Stanley E. Striffler. "A Model Approach to Evaluation of Teacher Education Programs." Education, Summer 1981, pp. 146-51.
- Katz, L., et al. "Follow Up Studies, Are They Worth the Trouble?" Journal of Teacher Education, 12, No. 2 (1981), 18-24.
- Middleton, Ernest J., and Sheila Green. "Evaluating a Teacher Education Program." Journal of Teacher Education, July-Aug. 1979, pp. 21-24.

BIBLIOGRAPHY

Books

- Borich, Gary D. Evaluating Educational Programs and Products. New Jersey: Educational Technology Publications, 1974.
- Bunkerhoff, Robert O., and Dale M. Brethower. Program Evaluation. Boston: Kluwer-Nijhoff Publishing, 1983.
- De Roche, Edward F. An Administrator's Guide for Evaluating Programs and Personnel. Boston: Allyn and Bacon, Inc., 1981.
- Hord, Shirley M., and Ronald D. Adams, eds. Teacher Education Programs Evaluation, 1981: Theory and Practice. Austin: Univ. of Texas, Research and Development Center for Teacher Education, 1981.

Periodicals

- Adams, Ronald D., and James R. Craig. "Program Evaluation and Program Development in Teacher Education: A Response to Katz." Journal of Teacher Education, Sept.-Oct. 1981, pp. 21-24.
- Cooper, James, and B. Dell Felder. "Needed: Systematic Evaluation of Teacher Education Programs." Action in Teacher Education, Summer 1980, pp. 17-23.
- Dillion, J. T., and Stanley S. Starkman. "A Model Approach to Evaluation of Teacher Education Programs." Education, Summer 1981, pp. 366-71.
- Katz, L., et al. "Follow Up Studies, Are They Worth the Trouble?" Journal of Teacher Education, 32, No. 2 (1981), 18-24.
- Middleton, Ernest J., and Sheila Cohen. "Evaluating a Teacher Education Program." Journal of Teacher Education, July-Aug. 1979, pp. 42-44.

ERIC Documents

- Prine, Donald L. Follow-up Studies of Tennessee Technological University: A Model for Teacher Evaluation. ERIC ED 179 535.
- Borich, Gary D. Three School Based Models for Conducting Follow Up Studies of Teacher Education and Training. ERIC ED 152 693.
- Farrar, Carroll D. Developing and Utilizing Undergraduate Program Objectives for Developing Evaluative Instruments. ERIC ED 206 729.
- Flowers, J. D. Measuring Beginning Teacher Satisfaction with Pre-Professional Training, 1978. ERIC ED 177 098.
- Hord, Shirley, and others. Implications of Experience in Teacher Education Program Follow-up Studies for Future Work. ERIC ED 204 328.
- Kirk, Edward L. Follow-Up Studies of Teacher Education Program Graduates. ERIC ED 221 544.
- Nicklas, Willis, et al. A Study of the 1975 Teacher Education Graduates of North Texas State University. ERIC ED 180 999.

Other Sources

- Adams, Ronald D. Western Kentucky University's Teacher Preparation Evaluation Model, Phase I, Cycle I, Annual Report. Bowling Green: Office of Educational Research, Dec. 1972.
- Armstrong, R. E. "An Analysis of the Graduate Training Program in School Administration and Supervision at Drake University." Thesis, Drake Univ., 1963.
- Baty, Thomas. "The 1961-1965 Graduates of Drake University Evaluate Their Masters of Science in Education Program." Thesis, Drake Univ., 1966.
- Means, William. "A Follow-Up Study of Drake University, College of Education Graduates, 1965-1971." Thesis, Drake Univ., 1973.
- Murdock, Eleanor. "A Follow-up Study of the June and August 1959 and 1960 Drake University Graduates Who Hold Teaching Credentials." Thesis, Drake Univ., 1962.

- Prine, Donald L. "A Follow-up Study of Drake University College of Education Graduates (December 1971-August 1973)." Diss., Drake Univ., 1975.
- Roberts, Ferne K. "A Review of Current Practices in Follow-up of Teacher Education Graduates." Hunter College of the City Univ. of New York Manuscript, Sept. 1978.
- Ronan, W. W. Evaluating College Classroom Teaching Effectiveness. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1970.
- Smith, Lois. "An Appraisal of the Program Leading to the Doctorate Degree at Drake University Based Upon a Follow-up Study of its Participants." Diss., Drake Univ., May 1980.
- Stedman, Donald J. Improving Teaching Education: Academic Program Review. Atlanta, GA: Southern Regional Education Board, 1980.

State University - College of Education
Program in Elementary Education

Form _____

4-4-4 _____

I. Professional Experience Handbook (22 Sem. Wks.)

- A. The Freshman Year (14 hrs.)
ED 1 INTRO TO EDUCATION (3)
ED 5 INTRO TO EDUCATION (3)

- B. The Sophomore Year (12 hrs.)
ED 94 EDUCATIONAL PSYCHOLOGY (3)

- C. The Junior Year (22 hrs.)
CHILD DEVELOPMENT (3)
ED 166 SCHOOL ORGANIZATION (3)
ED 53 CHILDREN'S LITERATURE (3)
ED 125 PSYCH. OF EDUCATION (3)
ED 126 PSYCH. OF EDUCATION (3)
ED 127 PSYCH. OF EDUCATION (3)
ED 128 PSYCH. OF EDUCATION (3)
ED 129 PSYCH. OF EDUCATION (3)

APPENDIX

- D. The Senior Year (14 hrs.)
ED 127 PSYCH. OF EDUCATION (3)
ED 128 PSYCH. OF EDUCATION (3)
ED 129 PSYCH. OF EDUCATION (3)

- E. P.E. Activities (14 hrs.)
P.E. (3)
P.E. (3)

- F. Additional Activities (14 hrs.)
ACT 45 (3)
P.E. (3)
P.E. (3)

- G. Educational Activities (14 hrs.)
ED 127 PSYCH. OF EDUCATION (3)
ED 128 PSYCH. OF EDUCATION (3)
ED 129 PSYCH. OF EDUCATION (3)

II. Additional Teaching Practice (14 Sem. Wks.)

- A. Early Child. (14 hrs.)
SPEC 120 (3)
ECHED 116 (3)

Drake University - College of Education
Program in Elementary Education

Name _____

S.S.# _____

I. Professional Education Courses (52 Sem. Hrs.)

- A. The Freshman Year (6 hrs.)
 ____ Ed 4 INTRO TO EDUCATION (3)
 ____ Ed 5 INTRO TO EDUCATION (3)
- B. The Sophomore Year (3 hrs.)
 ____ Ed 94 EDUCATIONAL PSYCHOLOGY (3)
- C. The Junior Year (22 hrs.)
 CHILD DEVELOPMENT (3)
 ____ Ed 166 SCHOOL OBSERVATION (1)
 HUMAN RELA. TRNG. (3)
 ____ Ed 53 CHILDREN'S LITER. (2)
 ____ Ed 125 TCHG. ELEM. SCIENCE (3)
 ____ Ed 126 TCHG. ARITHMETIC (3)
 ____ Ed 127 TCHG. LANGUAGE ARTS (2)
 ____ Ed 128 TCHG. SOCIAL STUDIES (2)
 ____ Ed 129 TCHG. READING (3)
- D. The Senior Year (16 hrs.)
 ____ Ed 157 STUDENT TCHG. ELEM. (10)
 ____ Ed 168 ANAL./EVAL. OF TCHG./LRNG. (3)
 ____ Ed 169 EDUC'L. MEDIA (3)
- E. P.E. Activity Courses (2 hrs.)
 ____ P.E. ____ (1)
 ____ P.E. ____ (1)
- F. Additional Methods Courses (3-9 hrs.)
 ____ Art 83 (3)
 ____ Music 15 (3)
 ____ P.E. 123 (3)
- G. Education Electives (hrs. vary)

II. Additional Teaching Fields (Minors)

- A. Early Child. (19 hrs.)
 ____ SPEC 120 (3)
 ____ ECHED 116 (3)

- _____ ECHED 121 (3)
 _____ ECHED 122 (3)
 _____ P.E. 124 (2)
 _____ ECHED 159 (5)
- B. Reading (9 hrs.)
- _____ READ 160 (3)
 _____ READ 175 (3)
 _____ READ 178 (3)
- C. Coaching (22 hrs.)
- _____ P.E. 71 or BIO. 2 (4)
 _____ P.E. TECH. (2)
 _____ P.E. TECH (2)
 _____ P.E. 72 (3)
 _____ P.E. 73 (3)
 _____ P.E. 136 (2)
 _____ P.E. 190 or P.E. 191 (3)
 _____ P.E. 192 (3)
- D. Health Science (24 hrs.)
- _____ P.E. 71 or BIO. 2 (4) or BIO. 3 (3)
 _____ HEA-S 135 (2)
 _____ HEA-S 165 (3)
 _____ HEA-S 167 or PHARM 179 (3)
 _____ HEA-S 180 (3)
 _____ ELECTIVE (3)
 _____ ELECTIVE (3)
 _____ ELECTIVE (3)
- E. Physical Educ. (38 hrs.)
- _____ P.E. 71 (4) or BIO. 1 and BIO. 2 (8)
 _____ Ed 190 (3)
 _____ HEA-S 135 (2)
 _____ HEA-S 165 (3)
 _____ P.E. 72 (3)
 _____ P.E. 73 (3)
 _____ P.E. ACTIV. (2)
 _____ P.E. ACTIV. (2)
 _____ P.E. ACTIV. (2)
 _____ P.E. 187 (3)
 _____ P.E. 196 or P.E. 198 (3)
 _____ P.E. TECH. (20)
 _____ P.E. ELEC. (4) or P.E. 123 (3) and P.E. 124 (2)
- F. Recreation (19 hrs.)
- _____ REC. 28 (2)
 _____ REC. 90 (2)
 _____ REC. 142 (3)
 _____ REC. 175 (3)
 _____ REC. 183 (3)
 _____ REC. 190 (3)
 _____ REC. 194 (3)

G. Special Ed (MD) (31 hrs.)

_____ SPECD 120 (3)
 _____ SPECD 143 (3)
 _____ SPECD 150 (3)
 Name _____ SPECD 151 (3)
 _____ SPECD 170 (3)
 Local Add _____ P.E. 172 or P.E. 193 (3)
 _____ READ 175 (3)
 Transfer _____ SPECD 180 (5)
 _____ SPECD 181 (5)
 Major Teach _____

H. Special Ed (BD) (32 hrs.)

Adviser _____ SPECD 120 (3)
 _____ SPECD 140 (3)
 _____ SPECD 141 (1)
 EDUCATION _____ SPECD 150 (3)
 _____ SPECD 151 (3)
 ED 4 _____ SPECD 152 (3)
 ED 4 _____ SPECD 153 (3)
 PSYC _____ SPECD 154 (3)
 ED 9 _____ SPECD 155 (5)
 ED 10 _____ SPECD (5)
 Prof. Block 11 _____

 III. General Requirements (43 sem. hrs. - not including D. Electives)

A. Social Science (15 hrs.)

THE HUMAN _____ POL-S 73 or HIST. 101 or HIST. 102 (3)
 _____ SOC. 73 (3)
 _____ HIST. ELEC (3)
 _____ ELECTIVE (3)
 _____ ELECTIVE (3)

B. English/Hum. (15 hrs.)

THE _____ ENG. 1 (3)
 _____ LIT./COMP. (3)
 _____ COMM. (3)
 _____ ELECTIVE (3)
 _____ ELECTIVE (3)

C. Science/Math (13 hrs.)

HIST _____ LAB SCI. (4)
 POL _____ SCI ED 101 (3)
 _____ ELECTIVE (3)
 _____ ELECTIVE (3)

D. Electives

DRAKE UNIVERSITY
SECONDARY EDUCATION PROGRAM

Name _____ S.S.# _____
 Local Address _____ Phone _____
 Transfer From _____ Hours Transferred _____
 Major Teaching Field _____
 Adviser _____ Today's Date _____

EDUCATION: 31 Hrs. Taken Needs

ED 4-1	_____	_____
ED 4-11	_____	_____
PSYCH 1	_____	_____
ED 94	_____	_____
ED 165	_____	_____
Prof. Block II	_____	_____

ENGLISH: 6 Hrs.

ENG 1	_____	_____
ENG 57, 61 or 63	_____	_____

THE HUMANITIES: 6 Hrs.

_____	_____	_____
_____	_____	_____
_____	_____	_____

THE SCIENCES: 10 Hrs.

_____	_____	_____
_____	_____	_____
_____	_____	_____

THE SOCIAL SCIENCES: 12 Hrs.

NOTE: Consult the University Catalog for Subject Details.

HIST 101 or 102 or	_____	_____
POL-S 73	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

STATEMENT OF REQUIREMENTS

TakenNeeds

PHYSICAL EDUCATION: 2 Hrs.

PE 10, 32 or 62

COMMUNICATIONS: 3 Hrs.

ELECTIVES:

MAJOR TEACHING FIELD: 33-36 Hrs.

NOTE: Consult the University Catalog for further details.

STATEMENT OF REQUIREMENTS

1. Humanities requirement: Six semester hours of approved courses in appreciation and history of art, music and theatre; foreign language (upper division); literature; philosophy, religion, Humanities 1 and 181.
2. Science requirement: Ten semester hours of approved courses in astronomy, biology, chemistry, geology, mathematics (and computer courses), physical science and physics. One course must be a laboratory course.
3. Social Science requirement: Twelve semester hours of approved courses in economics, geography, history, political science, social science and sociology. Each candidate for certification in Iowa must successfully complete a two-hour American History course or American National Government course. This requirement may also be met by completing both Social Science 51 and 52.
4. Physical Education requirement: Physical Education 10 - Physiological Aspects of Human Movement (two semester hours), is required of freshmen women in either semester of the freshman year. Two semester hours of PE 32 or 62, Techniques and Form, are required of men in the freshman year.
5. Communication Skills requirement: Three semester hours from English 101, 117; Journalism 30, 111; Speech Communications 73, 75, 123, 170.
6. The methods course appropriate to the teaching fields is required: Education 141, for English, Education 143, for Social Science, Education 139 for Science-Mathematics, and Education 188 for Business Education.

March 30, 1984

Dear Drake Graduate:

The College of Education is currently conducting an evaluation of its programs and objectives of the undergraduate teacher education program at Drake University.

The people best qualified to assist us in obtaining reliable feedback are our recent graduates. Therefore, we are asking you for a few minutes of your time to complete the enclosed survey and return it before March 17, 1984.

The surveys are coded for data interpretation, however, all the information will remain confidential and no individual will be identified during data processing or reporting.

We need your assistance in this important evaluation task. Thank you for your help and cooperation.

Sincerely,

Alfred Schwartz, Dean

AS/am

Enclosures

AS/am

Enclosures

UNDERGRADUATE PROGRAM EVALUATION

March 30, 1984

Dear Drake Graduate:

The College of Education is currently conducting an evaluation of its programs and objectives of the undergraduate teacher education program at Drake University.

The people best qualified to assist us in obtaining reliable feedback are our recent graduates. Therefore, we are asking you for a few minutes of your time to complete the enclosed survey and return it before April 20, 1984.

The surveys are coded for data interpretation, however, all the information will remain confidential and no individual will be identified during data processing or reporting.

We need your assistance in this important evaluation task. Thank you for your help and cooperation.

Sincerely,

Alfred Schwartz, Dean

AS/am

Enclosures

1. Undergraduate program
2. Another career
3. Further education
4. Dissatisfied with program
5. Other (specify)

D. Do you plan to teach in the future?

Yes _____ No _____

UNDERGRADUATE PROGRAM EVALUATION

DRAKE UNIVERSITY

As a part of an effort to appraise the effectiveness of our teacher education programs we are soliciting reactions from our graduates related to aspects of the teacher education program. You have been selected as a representative of your graduating class for this survey. Your name is not requested so that all information will be completely confidential. Your openness and accuracy in completing this survey is greatly desired.

DIRECTIONS: If you are teaching or have taught, please complete the entire form. If you have not taught, please complete only PART 1.

PART 1. GENERAL INFORMATION

A. Undergraduate Major

Elementary _____ Area of Concentration _____

Secondary _____ Major _____ Minor _____

Special Education _____

Area of Concentration _____

Health, Physical Education, Recreation and Dance

Year Graduated _____

B. Sex: Male _____ Female _____

C. If not currently teaching or have not taught, check primary reason:

- _____ 1. Unable to find teaching position
- _____ 2. Another career
- _____ 3. Further education
- _____ 4. Dissatisfied with teaching
- _____ 5. Other (specify) _____

D. Do you plan to teach in the future?

Yes _____ No _____

- E. Any additional education since securing your bachelor's degree? _____

PART 3. Number of credits _____ is section, please evaluate your
Name of University _____ the program at Drake University
Degree _____ you to perform the following objectives.

PART 2. STATUS IN TEACHING

- A. Name and address of school _____ or to indicate the value

- B. Number of years teaching:

In elementary schools _____

In secondary schools _____

- C. Check the most appropriate description of your present attitude about teaching:

- A. Analyze and _____ 1. Very satisfied
effectively _____ 2. Somewhat satisfied
_____ 3. Neutral
1. Identify _____ 4. Somewhat dissatisfied
2. Evaluate _____ 5. Very dissatisfied

- appropriate to learner characteristics... 1 2 3 4
3. select learning activities... 1 2 3 4
4. plan teaching activities that integrate
program objectives and individual
learner differences... 1 2 3 4
5. identify community characteristics... 1 2 3 4
6. program objectives which consider the
community's characteristics... 1 2 3 4
7. evaluate learner accomplishment of
objectives... 1 2 3 4
8. develop an awareness of the relation
between socio-cultural factors and the
educative process... 1 2 3 4

- B. Guide the learner and manage the learning environment by
being able to effectively:

1. establish open communications between
learners and between learner and
teacher... 1 2 3 4
2. implement individual, small and large
group... 1 2 3 4
3. use available resources... 1 2 3 4
4. work with physical and/or emotional
behavioral problems... 1 2 3 4
5. work with students from a variety of
racial, ethnic, and socio-economic
backgrounds... 1 2 3 4

EVALUATION OF TEACHER EDUCATION PROGRAMS

PART 3. DIRECTIONS: In this section, please evaluate your perceptions of how the program at Drake University prepared you to perform the following objectives. Please use only your preparation at Drake University when considering your answer, not what you have learned on the job or at other universities. Please circle the appropriate number to indicate the value of your training at Drake:

1. of great benefit
2. of marked benefit
3. of little benefit
4. of no benefit

To what extent did the Drake program prepare you to:

A. Analyze and plan learning situations by being able to effectively:

1. identify learner characteristics..... 1 2 3 4
2. establish program objectives
appropriate to learner characteristics... 1 2 3 4
3. select learning activities..... 1 2 3 4
4. plan teaching activities that integrate
program objectives and individual
learner differences..... 1 2 3 4
5. identify community characteristics..... 1 2 3 4
6. program objectives which consider the
community's characteristics..... 1 2 3 4
7. evaluate learner accomplishment of
objectives..... 1 2 3 4
8. develop an awareness of the relation
between socio-cultural factors and the
educative process..... 1 2 3 4

B. Guide the learner and manage the learning environment by being able to effectively:

1. establish open communications between
learners and between learner and
teacher..... 1 2 3 4
2. implement individual, small and large
group..... 1 2 3 4
3. use available resources..... 1 2 3 4
4. work with physical and/or emotional
behavioral problems..... 1 2 3 4
5. work with students from a variety of
racial, ethnic, and socio-economic
backgrounds..... 1 2 3 4

C. Analyze and improve your professional behavior by being able to effectively:

- | | | | | |
|---|---|---|---|---|
| 1. develop and expand a philosophy of education..... | 1 | 2 | 3 | 4 |
| 2. integrate your lifestyle, temperament, and abilities with various teaching techniques..... | 1 | 2 | 3 | 4 |
| 3. evaluate your performance..... | 1 | 2 | 3 | 4 |
| 4. improve your capabilities as a teacher... | 1 | 2 | 3 | 4 |

D. Analyze the curriculum by being able to effectively:

- | | | | | |
|---|---|---|---|---|
| 1. identify needed changes and improvements in the curriculum..... | 1 | 2 | 3 | 4 |
| 2. work with school and community to plan and implement curricular changes..... | 1 | 2 | 3 | 4 |
| 3. relate current curriculum and social and personal needs..... | 1 | 2 | 3 | 4 |

E. Function in non-institutional roles by being able to effectively:

- | | | | | |
|---|---|---|---|---|
| 1. establish a realistic view of teaching... | 1 | 2 | 3 | 4 |
| 2. participate in professional groups..... | 1 | 2 | 3 | 4 |
| 3. participate in, plan, or direct extra-curricular activities..... | 1 | 2 | 3 | 4 |
| 4. participate in the social life of the faculty community..... | 1 | 2 | 3 | 4 |

Please respond to the following open-ended questions. Be specific in all comments and recommendations.

- A. What were the major strengths of Drake's Teacher Education Program?
- B. What were the weaknesses?
- C. How relevant was your program at Drake to your present teaching position?
- D. What specific needs should be added or deleted to our teacher education program?

Table 15

Special Education Major Graduates Positive Responses and Mean Averages
to Objectives, Teacher Education Program Follow-Up Study,
Drake University, 1980-1983

Program Objective Rating Item (N=21)	Positive Percentage	Mean Average
To what extent did the Drake program prepare you to:		
1. identify learner characteristics	90.5	1.81
2. identify program objectives	85.7	1.76
3. identify learning activities	71.5	2.24
4. select teaching activities	71.4	2.24
5. identify community characteristics	33.3	2.86
6. identify community objectives	23.8	2.95
7. evaluate learner accomplishments	71.4	2.24
8. develop relationship between cultural and educative process	47.6	2.43
9. open communication for teachers and learners	81.0	2.05
10. implement individual and group environments	80.9	2.00
11. use resources	76.2	2.05
12. physical and emotional behavior problems	47.6	2.52
13. racial, ethnic, socio-economic environments	66.7	2.10
14. develop philosophy of education	66.6	2.14
15. integrate teaching techniques	66.6	2.24
16. evaluate your performance	47.6	2.48
17. improve your capabilities	61.9	2.19
18. identify changes in curriculum	38.1	2.52
19. implement curriculum changes	33.3	2.76
20. relate curriculum to needs	42.8	2.57
21. realistic view of teaching	76.1	2.05
22. participate in professional groups	80.9	2.00
23. participate in extra-curricular activities	33.3	2.81
24. participate in social life of faculty community	57.2	2.48

Table 16

Health, Physical Education, Recreation and Dance Major Graduates
Positive Responses and Mean Averages to Objectives, Teacher
Education Program Follow-Up Study, Drake University,
1980-1983

Program Objective Rating Item (N=4)	Positive Percentage	Mean Average
To what extent did the Drake program prepare you to:		
1. identify learner characteristics	75.0	2.00
2. identify program objectives	75.0	1.75
3. identify learning activities	100.0	1.50
4. select teaching activities	75.0	1.75
5. identify community characteristics	50.0	2.25
6. identify community objectives	50.0	2.25
7. evaluate learner accomplishments	50.0	2.50
8. develop relationship between cultural and educative process	50.0	2.50
9. open communication for teachers and learners	50.0	2.25
10. implement individual and group environments	75.0	2.25
11. use resources	75.0	2.00
12. physical and emotional behavior problems	75.0	2.25
13. racial, ethnic, socio-economic environments	25.0	2.75
14. develop philosophy of education	50.0	2.75
15. integrate teaching techniques	75.0	2.50
16. evaluate your performance	75.0	2.00
17. improve your capabilities	75.0	1.75
18. identify changes in curriculum	75.0	2.00
19. implement curriculum changes	50.0	2.25
20. relate curriculum to needs	75.0	2.25
21. realistic view of teaching	75.0	2.00
22. participate in professional groups	75.0	2.25
23. participate in extra-curricular activities	50.0	2.50
24. participate in social life of faculty community	25.0	2.75